



# CHORLTON HIGH SCHOOL: CURRICULUM

## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	Geography
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<b>Year Group</b>	<b>10</b>					
<b>Rationale/ Narrative</b>	<p>Students start the year writing up their fieldwork and ensuring that their understanding of this enquiry process is thorough and detailed. Then they then complete Unit 1 by looking at the ecosystems that help sustain the life on Earth.</p> <p>Students then move onto Unit 2. In this unit students investigate patterns and processes that shape the human planet. They explore the connections between people and places, questioning how these may change over time and space. They will examine the social, cultural, political and economic forces that make places unique; identify urban trends, how people live in cities and what the future holds. This unit provides the opportunity to study the causes of development inequalities across Zambia.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.</li> <li>• Drawing evidenced conclusions and summaries from fieldwork transcripts and data.</li> <li>• Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.</li> <li>• Ecosystems (interdependence of climate, soil, water, plants and animals)</li> <li>• Global Ecosystems (distribution, climate, flora and fauna of Polar Regions, coral reefs, grasslands, temperate forests, tropical forests, tropical grasslands and hot deserts)</li> <li>• Characteristics of Tropical Rainforests (climate, nutrient cycle, soil profile and water cycle).</li> </ul>	<ul style="list-style-type: none"> <li>• Interdependence in Tropical Rainforests</li> <li>• Value of Tropical Rainforests (goods &amp; services)</li> <li>• Human impacts in Tropical Rainforests (logging, mineral extraction, agriculture and tourism)</li> <li>• Characteristics of Polar Environments (climate, nutrient cycle, soil profile and water cycle).</li> <li>• Interdependence in Polar Environments</li> <li>• Human impacts in polar environments (scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation)</li> <li>• <b>CASE STUDY</b> – Small-scale management (sustainable tourism)</li> <li>• <b>CASE STUDY</b> – Global management (Earth Summits, the Antarctic Treaty and the Antarctic Protocol)</li> </ul>	<ul style="list-style-type: none"> <li>• What is a city and why does it grow?</li> <li>• World cities and megacities – characteristics and changing distribution since 1950</li> <li>• Suburbanisation – causes and consequences</li> <li>• Counter-Urbanisation – causes and consequences</li> <li>• Re-Urbanisation – causes and consequences</li> <li>• patterns; culture; challenges, e.g. squatter settlements, informal sector jobs, health or waste disposal</li> <li>• <b>CASE STUDY</b> - How is Lagos becoming more sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CASE STUDY</b> – London: location; migration patterns; culture; challenges, e.g. housing availability, transport provision and access to services</li> <li>• <b>CASE STUDY</b> - How is London becoming more sustainable?</li> <li>• Urbanisation in LIDCs – push and pull factors or rural to urban migration and internal growth</li> <li>○ <b>CASE STUDY</b> – Lagos: location; migration</li> </ul>	<ul style="list-style-type: none"> <li>• Global Development – definition and distribution of ACs, EDCs and LIDCs</li> <li>• Economic &amp; Social Measures of Development – GNI per capita and Human Development Index</li> <li>• Human and physical causes of the Development Gap</li> <li>• The Cycle of Poverty – trade, debt and political unrest</li> <li>• Top-down &amp; bottom up strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CASE STUDY</b></li> <li>• Zambia's economic development; population, society, technology and politics in the past 50 years</li> <li>• CASE STUDY – Zambia &amp; Rostow's Model of Development</li> <li>• CASE STUDY – Zambia &amp; The Millennium Development Goals</li> <li>• Zambia, Trade and TNCs</li> <li>• Zambia &amp; AID/debt relief</li> <li>• Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.</li> <li>• Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</li> </ul>



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	<ul style="list-style-type: none"> <li><b>CASE STUDY –</b> Sustainable management in a Costa Rica</li> </ul>				
<b>SKILLS</b>	<p>Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the ‘integrated skills’ sections within the topics throughout the specification.</p> <p><b>Atlas and map skills:</b></p> <ul style="list-style-type: none"> <li>recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases</li> <li>draw, label, annotate, understand and interpret sketch maps</li> <li>recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes</li> <li>describe and identify the site, situation and shape of settlements</li> </ul> <p><b>Graphical skills:</b></p> <ul style="list-style-type: none"> <li>label and annotate different diagrams, maps, graphs, sketches and photographs</li> <li>use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes</li> <li>use maps in association with photographs and sketches and understand links to directions</li> </ul> <p><b>Data and information research skills:</b></p> <p>use online census sources to obtain population and local geo-demographic information</p>				
<b>ASSESSMENTS</b>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Urban Futures</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Dynamic Development</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>UK in the 21st Century</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Resource Reliance</b> topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p>	<p><b>Marking Point 1</b> Students will complete <b>one</b> or <b>two</b> class-based exam questions on an element of the <b>Fieldwork</b> element they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p><b>Marking Point 2</b> This will be a piece of <b>Home Learning</b> which will test their knowledge and application of the content and themes covered in this topic.</p>



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